



## Warrenville Elementary

569 Howlandville Road  
Warrenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	430 Students	
<b>Principal</b>	Joanne Skillman	803-663-4270
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Average	Good
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

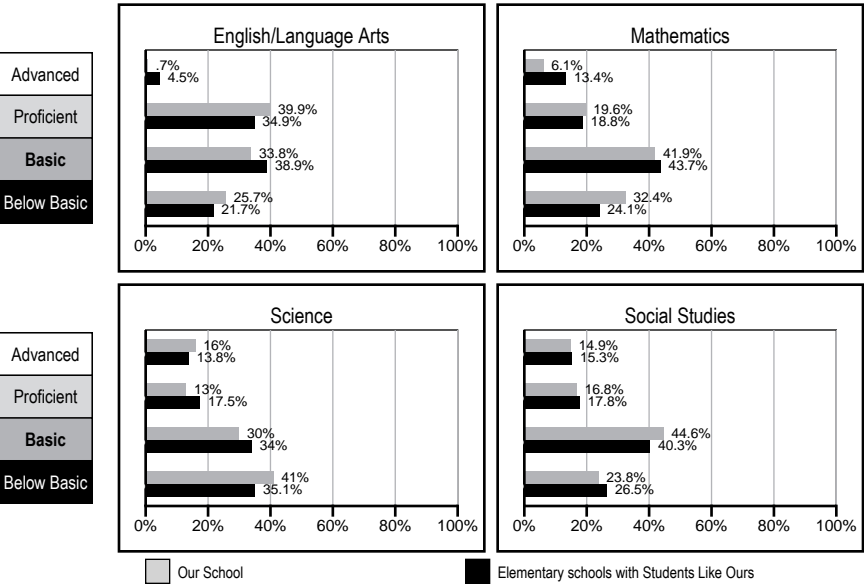
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	49	35	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=430)</b>				
First graders who attended full-day kindergarten	97.6%	Up from 95.5%	100.0%	100.0%
Retention rate	1.8%	Down from 4.0%	2.9%	2.3%
Attendance rate	95.8%	Up from 95.4%	96.2%	96.3%
Eligible for gifted and talented	7.1%	Up from 6.0%	9.7%	10.4%
With disabilities other than speech	6.9%	Up from 4.6%	8.6%	7.5%
Older than usual for grade	1.3%	Down from 2.1%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	51.9%	Up from 46.2%	58.0%	56.7%
Continuing contract teachers	85.2%	Up from 84.6%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Down from 90.3%	87.2%	86.4%
Teacher attendance rate	93.8%	Up from 92.8%	94.8%	94.9%
Average teacher salary	\$44,532	Up 5.9%	\$45,391	\$45,345
Professional development days/teacher	18.7 days	Up from 13.0 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.6 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.6%	Up from 86.0%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,371	Up 1.2%	\$6,893	\$7,052
Percent of expenditures for instruction*	71.1%	Up from 70.4%	68.7%	69.1%
Percent of expenditures for teacher salaries*	66.4%	Down from 67.5%	64.9%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Warrenville Elementary had another year of success as we received the news that we had once again made AYP. This was the great news that kept us striving to continue that trend.

Over fifty percent of our teachers successfully completed an on-campus graduate level course on "The SMART Way to Integrate Technology" through the College of Charleston. This provided an opportunity for them to earn recertification credit at no cost to them, while greatly raising their skill level on SMARTBoard use. Students from kindergarten through fifth grade then benefited from interactive lessons across the curriculum. With the completion of purchasing SMARTBoards, LCD projectors and laptop computers for each classroom, students schoolwide were provided with additional learning tools.

Technology continued to play a key role in expanding our tools for data analysis. Through the implementation of the newly-adopted Measure of Academic Progress (MAP) testing and TestView software, administrators and teachers were able to assess, analyze, and plan for each student's improvement.

Integration of character education into the curriculum was evident throughout our varied service projects throughout the year: canned food drives; collection of used eyeglasses, cell phones, and used computer cartridges; a Santa's Secret Shoppe; and partnering with the United Way to provide toiletry-filled Easter baskets for needy elderly citizens. These, in turn, educated the students in recognizing the need to do for others, thereby, molding them into responsible citizens.

Highlights of our school year included our exceptionally active PTO Board and School Improvement Council. Both organizations dedicated themselves towards the betterment of the school, citing the students' needs as their motivation. Parents, teachers, and community members worked cohesively to plan and execute many activities as rewards and incentives for increased student achievement.

Warrenville Elementary is "Tracking Success" as we continue to improve in all areas.

Joanne Skillman, Principal  
Dana Head, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	49	45
Percent satisfied with learning environment	100.0%	69.4%	88.9%
Percent satisfied with social and physical environment	100.0%	40.8%	90.9%
Percent satisfied with school-home relations	86.7%	67.3%	81.8%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	162	100	25.3	34	39.3	1.3	50	49.8	48.2	Yes	Yes
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## Gender

Male	91	100	35.3	24.7	38.8	1.2	47.1	43.8	41.7	N/A	N/A
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Female	71	100	12.3	46.2	40	1.5	53.8	56.3	55	N/A	N/A
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## Racial/Ethnic Group

White	96	100	17.4	32.6	48.9	1.1	58.7	59.8	60	Yes	Yes
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African American	56	100	38.8	36.7	22.4	2	36.7	33.8	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
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## Disability Status

Disabled	25	100	63.6	13.6	18.2	4.5	27.3	15.2	16	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
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## Socio-Economic Status

Subsided meals	104	100	31.6	40	27.4	1.1	40	35.8	34	No	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	162	100	32	41.3	20	6.7	36.7	46.9	45.8	No	Yes
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## Gender

Male	91	100	32.9	34.1	22.4	10.6	42.4	47.9	45.6	N/A	N/A
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Female	71	100	30.8	50.8	16.9	1.5	29.2	45.7	45.9	N/A	N/A
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## Racial/Ethnic Group

White	96	100	20.7	45.7	23.9	9.8	44.6	57.2	59	Yes	Yes
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African American	56	100	53.1	32.7	12.2	2	20.4	29.7	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
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## Disability Status

Disabled	25	100	63.6	22.7	9.1	4.5	18.2	15.8	17.1	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
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## Socio-Economic Status

Subsided meals	104	100	41.1	42.1	13.7	3.2	26.3	32.8	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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## Science

All Students	111	100	40.6	29.7	12.9	16.8	29.7	34.1	35.7	95.8	95.9
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Gender											
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Male	66	100	41	27.9	13.1	18	31.1	36.6	37.4	95.6	95.8
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Female	45	100	40	32.5	12.5	15	27.5	31.3	33.8	95.9	96.1
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Racial/Ethnic Group											
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White	67	100	31.7	30.2	14.3	23.8	38.1	45.2	49.2	95.5	95.9
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African American	36	100	58.1	32.3	3.2	6.5	9.7	16.4	17	96.1	95.9
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	94.4	97.6
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	97.1	96.2
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	93.1	95.8
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Disability Status											
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Disabled	18	100	81.3	0	12.5	6.3	18.8	12.8	14	93.7	94.9
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
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English Proficiency											
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Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	97.1	96.5
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Socio-Economic Status											
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Subsidized meals	72	100	44.6	35.4	10.8	9.2	20	20.4	21.1	95.3	95.2
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## Social Studies

All Students	110	100	23.5	45.1	16.7	14.7	31.4	30.3	34	95.8	95.9
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Gender											
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Male	60	100	22.8	40.4	15.8	21.1	36.8	33.8	36.6	95.6	95.8
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Female	50	100	24.4	51.1	17.8	6.7	24.4	26.5	31.3	95.9	96.1
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Racial/Ethnic Group											
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White	64	100	14.8	49.2	18	18	36.1	38.6	44.5	95.5	95.9
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African American	39	100	35.3	38.2	17.6	8.8	26.5	17	19.1	96.1	95.9
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	94.4	97.6
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	97.1	96.2
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	93.1	95.8
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Disability Status											
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Disabled	15	100	41.7	50	8.3	0	8.3	10.7	14.4	93.7	94.9
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
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English Proficiency											
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Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	97.1	96.5
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Socio-Economic Status											
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Subsidized meals	69	100	31.7	46	14.3	7.9	22.2	18.6	21	95.3	95.2
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	53	100	13.3	28.9	51.1	6.7	57.8
	4	52	100	19.1	55.3	19.1	6.4	25.5
	5	59	100	12.7	60	21.8	5.5	27.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	22	30	46	2	48
	4	59	100	20.8	26.4	52.8	0	52.8
	5	50	100	34	46.8	17	2.1	19.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	53	100	15.6	48.9	24.4	11.1	35.6
	4	52	100	27.7	36.2	21.3	14.9	36.2
	5	59	100	27.3	52.7	14.5	5.5	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	40	42	16	2	18
	4	59	100	28.3	35.8	22.6	13.2	35.8
	5	50	100	27.7	46.8	21.3	4.3	25.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	26	100	36.4	36.4	22.7	4.5	27.3
	4	52	100	30.4	47.8	15.2	6.5	21.7
	5	29	100	39.3	21.4	28.6	10.7	39.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	56	24	16	4	20
	4	59	100	32.1	28.3	15.1	24.5	39.6
	5	25	100	43.5	39.1	4.3	13	17.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	27	100	4.3	30.4	47.8	17.4	65.2
	4	52	100	52.2	41.3	6.5	0	6.5
	5	30	100	29.6	51.9	7.4	11.1	18.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	12	72	12	4	16
	4	59	100	30.2	26.4	20.8	22.6	43.4
	5	25	100	20.8	58.3	12.5	8.3	20.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample